

The Commonwealth of Massachusetts

ANNUAL REPORT

OF THE

TRUSTEES OF THE WRENTHAM
STATE SCHOOL

FOR THE

YEAR ENDING NOVEMBER 30, 1921

DEPARTMENT OF MENTAL DISEASES



BOSTON
WRIGHT & POTTER PRINTING CO., STATE PRINTERS
32 DERNE STREET

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PUBLICATION OF THIS DOCUMENT
APPROVED BY THE
SUPERVISOR OF ADMINISTRATION.

T R U S T E E S
OF THE
WRENTHAM STATE SCHOOL.

ALBERT L. HARWOOD, <i>Chairman</i>	.	.	.	.	.	.	.	Newton.
ELLERTON JAMES, <i>Secretary</i>	.	.	.	.	.	.	.	Nahant.
MARY STEWART SCOTT	.	.	.	.	.	.	.	Brookline.
GEORGE W. GAY, M.D.	.	.	.	.	.	.	.	Newton.
PATRICK J. LYNCH	.	.	.	.	.	.	.	Beverly.
HERBERT PARSONS	.	.	.	.	.	.	.	Newton.
SARAH LAWRENCE	.	.	.	.	.	.	.	Boston.

OFFICERS FOR 1920-21.

GEORGE L. WALLACE, M.D.	.	.	.	.	<i>Superintendent.</i>
MILDRED A. LIBBY, M.D.	.	.	.	.	<i>Senior Assistant Physician.</i>
CHARLES E. RODERICK, M.D.	.	.	.	.	<i>Senior Assistant Physician.</i>
ALICE M. PATTERSON, M.D.	.	.	.	.	<i>Senior Assistant Physician.</i>
GENEVIEVE GUSTIN, M.D.	.	.	.	.	<i>Assistant Physician.</i>
JOHN A. NASH, D.M.D.	.	.	.	.	<i>Dentist.</i>
CLARA S. BLOIS	.	.	.	.	<i>Matron.</i>
SARA M. CLAYLAND	.	.	.	.	<i>Chief Clerk and Treasurer.</i>
PEARL H. LITTLEFIELD	.	.	.	.	<i>Head Teacher.</i>
ALICE RAYMOND	.	.	.	.	<i>Social Worker.</i>
MADELINE BARLOW	.	.	.	.	<i>Psychologist.</i>
RUTH A. PROUTY	.	.	.	.	<i>Psychologist.</i>
IRA H. BENNETT	.	.	.	.	<i>Chief Operating Engineer.</i>
FREDERICK T. W. BOYD	.	.	.	.	<i>Foreman Mechanic.</i>
FRED HEFFRON	.	.	.	.	<i>Head Farmer.</i>

MEDICAL CONSULTING SPECIALISTS.

Dr. GEORGE T. VOGEL	.	.	.	.	<i>Laryngologist.</i>
Dr. H. B. C. REIMER	.	.	.	.	<i>Oculist.</i>
Dr. JAMES M. GALLISON	.	.	.	.	<i>Surgeon.</i>

The Commonwealth of Massachusetts

TRUSTEES' REPORT.

To His Excellency the Governor, the Legislature and the Department of Mental Diseases.

The trustees of the Wrentham State School respectfully submit their report for the fifteenth year of the institution, established by the Acts of 1906 for the care of the feeble-minded.

The past year has been one of steady progress along the lines that have hitherto produced such good results. The institution has been free from serious accidents. The health of its inmates has been good and the various activities have been as fully developed as our facilities have permitted. The labor situation has improved to an extent that enables the superintendent to obtain the assistance that is essential to the proper management of the institution.

In view of the fact that a conservative estimate of the number of feeble-minded in the State who would be much benefited by institutional care is 10,000, and also that the three schools now in existence even when fully developed will be sufficient to care for only about one-half of these unfortunate people, it follows that the problem by no means approaches completion. It is hardly practicable to furnish institution care for all of them, but many more can be benefited by accelerating the movements of the inmates to an even greater degree than has formerly prevailed.

The superintendent in his admirable report calls attention to the results of the parole system that has been in vogue in this school for eight years. In his report to the trustees in 1914 he says:—

Boys and girls whose mental and moral defectiveness is not extreme, who have profited by a period of institutional education and care, who have, perhaps, been tided over a few critical years in their lives, — these, we are reasonably hopeful, may do fairly well in the community provided

we carry institution supervision to them in the form of a good visitor, while also having them report to the institution at certain periods. I believe this is one method whereby a school for the feeble-minded can extend its work and bring a larger number of feeble-minded under supervision than can be maintained within the institution grounds.

Dr. Wallace's suggestion appealed to the trustees and he was authorized to put it in force at once. From that time the plan has steadily developed until now about 10 per cent of our enrollment is on the list of paroled inmates under the special supervision of two social workers. Many inmates have been discharged from the institution after a sufficient trial to show that they might be trusted in the community. Very few have been returned to the school, thus showing the good judgment exercised in selecting the candidates for parole. The pecuniary results of the plan appear in the superintendent's report. The scheme has come to stay and is worthy of further encouragement.

The problem of the defective delinquent, or the criminal defective, is still a serious menace to the school. The feeble-minded children having criminal tendencies are akin to the criminal insane. It is only a matter of age and degree of deficiency. The ordinary insane individual is protected from the criminal insane and why should not the ordinary feeble-minded child receive the same protection? While both classes are defective, yet they require entirely different treatment and oversight. The destruction of our large dairy barn last winter is an expensive object lesson, showing the necessity of separating these two classes and placing the criminal delinquent under stricter oversight than is practicable in a school for the feeble-minded. A law for this purpose was enacted some years ago, but no appropriation has ever been made to carry it into effect. In view of past experience it would seem to be highly desirable to carry out the law.

The trustees fully endorse the superintendent's recommendation for a more rigid specialization in the school. It is designed for the care and training of the feeble-minded only and should not be made a dumping ground for other charges of the State. The fact should be impressed upon the public that a school for the feeble-minded is not a penal institution

for the punishment of its inmates. This Commonwealth does not punish irresponsible defectives. It aims to train and develop them to an extent that will permit them to live in the community with reasonable safety to all concerned. The school for feeble-minded is a part of the body politic, as is the common school or the school for backward children. It should engage the interest of the people to a larger degree than prevails at present. It is a misfortune, not a disgrace, to be feeble-minded, and the victims should receive reasonable care and consideration. The former prejudice against these institutions in the community is passing away, and the relations between the public and the Wrentham State School are pleasant and satisfactory.

As retarded development of the child naturally falls under the notice of the family physician early, it behooves him to be prepared to recognize the signs and symptoms of such defect that he may be able to take proper measures in the management of the situation. The medical schools have an important duty in this matter. The schools for feeble-minded in this State have done good work in this direction by inviting medical societies and individual physicians to the schools to study the various grades of defectives and their treatment. During the past year the Wrentham school has entertained the Norfolk District and the Thurber Medical societies, the superintendents of schools in the southeastern part of the State, the Rotary Club and the American Society for the Study of the Feeble-Minded, and has shown them the work of the institution in all departments.

Committees and individuals from various parts of the country are frequent visitors at the Wrentham school to examine the institution in all its details to assist them in organizing similar schools in their home States. During the summer the superintendent again spent his vacation in the south and gave valuable assistance in the construction, organization and administration of institutions for feeble-minded in Tennessee and Louisiana. These services are highly appreciated and go far in demonstrating the importance of rendering the lives of these unfortunate defectives as useful and happy as their conditions will permit.

The following improvements are essential for the proper development of the school and should receive early attention:—

1. Industrial building for boys.
2. Central storehouse for goods now scattered about in various buildings.
3. Three employees' homes.
4. A garage.
5. Extension of the filtration plant for proper drainage.
6. Contagious hospital.

Respectfully submitted,

ALBERT L. HARWOOD, *Chairman*,
ELLERTON JAMES, *Secretary*,
MARY STEWART SCOTT,
GEORGE W. GAY, M.D.,
PATRICK J. LYNCH,
SARAH LAWRENCE,
HERBERT PARSONS,

Trustees.

SUPERINTENDENT'S REPORT.

To the Trustees of the Wrentham State School.

I hereby respectfully submit to you this annual report of the year ending Nov. 30, 1921.

The movement of the population has been as follows:—

Number present Nov. 30, 1920	1,262
Number absent Nov. 30, 1920	162
Admissions during the year	312
Discharged	105
Deaths	14
Daily average number present	1,316
Absent Nov. 30, 1921	209
Present Nov. 30, 1921	1,304

Of the 1,304 present, 500 are males and 804 females.

Of the 208 admissions during the year, the following table gives the ages in five-year periods:—

Admissions during the Year, Dec. 1, 1920, to Nov. 30, 1921.

	Males.	Females.	Totals.
Under 5 years.	5	3	8
5 to 10 years	15	38	53
10 to 15 years	29	54	83
15 to 20 years	14	28	42
20 to 25 years	4	9	13
25 to 30 years	1	2	3
30 to 35 years	1	2	3
35 to 40 years	1	2	3
Totals	70	138	208

The health of our population has been exceptionally good throughout the year. We have suffered from no serious epidemics, and have been very free from the minor illnesses so common to children.

In a well-regulated school of this kind preventative medicine comes into its own. Here is supplied a bountiful nutritious diet; regular hours and exercise are an established rule; and in attendance are physicians trained in the care of children who quickly recognize minor physical disturbances and who, by giving the indicated treatment, prevent serious illness and promote general good health. In this connection it is impossible to overemphasize the importance of attention to teeth, the removal of diseased tonsils and adenoids, the treatment of purulent ears, the refraction of eyes, the care of chapped hands, and the immediate care of all abrasions of the skin. By the removal of these minor troubles the pupil is placed in the way of health, and thereby in a position to enjoy life and make either physical or mental progress, or happily both.

To those who believe that the ordinary feeble-minded person may live a happy life in a school for the feeble-minded, and who daily strive to prevent the children from becoming further institutionalized than is absolutely necessary, the major activities of an institution should have to do with food, clothing, cleanliness, education, industry and recreation.

The first three are essential to the attainment of that well-being which makes an individual fit to take advantage of the remaining three.

Food to an institution medical staff must mean more than so many calories. Eating, as applied to an institution population, must mean more than merely feeding. The social side of eating must be emphasized. In an institution great care should be exercised in the selection of foods rich in nutritional values. It should be carefully stored, and in a cleanly manner; cooked in a clean, attractive kitchen by people who are truly interested in the children, and who believe that food cooked in large quantities can be made as palatable as if cooked in small quantities. Finally, it should be served in attractive dining rooms in the buildings in which the children live, thereby fostering the social instinct and increasing the interest in the building which is home to them. Thus food, through the ready and pleasant medium of the meal hour, may be made an effective agent to show the staff's in-

terest in the children and to disseminate happiness and good cheer throughout the whole institution.

Clothing an institution population must also be interpreted by the staff in its broadest sense. The amount of body heat that a garment will conserve is not its only measurement of value. During the progress of the race, clothing has been a constant medium of artistic expression. Attractive clothing has always been a source of joy and satisfaction to its possessor and pleasure to his friends and associates. This interest is especially strong in children and young people. Since the character trait of personal adornment is so fundamental and so dominant must we not regard it highly, therefore, if we are desirous of making the children happy? Why detach institution children and set up a false standard of clothing for them? On the contrary, should we not, as far as possible, provide them with the small, decorative articles of clothing such as all children everywhere like to possess?

Cleanliness must be maintained on a high plane if an institution is to do creditable work. In the care of children in an institution personal body cleanliness is not sufficient. Their whole environment must be clean and sanitary as well. This means their dormitories, their play rooms, the toys with which they play, the school and industrial rooms, the storerooms, dining rooms, kitchens and laundry, the playgrounds and campus must all be kept in a clean and sanitary condition.

Therefore, when institution children have been well fed in the best sense of the word, when they have been suitably and prettily clothed, when they and their surroundings are kept clean and wholesome, when as far as is possible all their physical defects have been corrected, they are then in the most favorable condition to receive the greatest advantage from the educational, industrial and recreational activities of the institution.

Education in a well-ordered school for the feeble-minded is indeed comprehensive. In this respect, at least, the pupil in a school for the feeble-minded is not more handicapped than his normal brother. For not only are the usual schoolroom subjects of the kindergarten, primary and intermediate grades taught, but also required supplementary courses in physical culture, games, music, domestic science, woodworking, and

hand and sense training; also the various occupational industries such as organized classes in housework, kitchen and laundry work, canning fruit and vegetables, painting, carpentry and construction work, horticulture and farming.

The industrial activities are carried on as a part of and in conjunction with the educational work of the school. I shall not, therefore, treat them separately any further than to say that industrial opportunities are afforded the pupils sufficient to prepare them to earn their livelihood whenever their mental and character improvement warrants their leaving the institution, always, of course, under proper supervision.

The recreational must always be a dominant note where there is so much young life, and the successful staff must ever be young in spirit and in sympathy and accord with the vitality and exuberance of youth. Ample means must be provided whereby the children and young people may express themselves to the end that a healthful upbuilding of character may be the result. Accordingly our children are given every opportunity to play baseball and the other competitive games, of which there are one hundred and fourteen different ones played. We have moving pictures, dances and music; a victrola is provided for every building and a piano for every girls' building. Plenty of games and toys are furnished for every building, and for each building a playground is equipped with swings and teeter-boards. There is also a good central playground for competitive games and special out-of-door features. Birthday parties at which birthday cake and ice cream are always served are given once a month for the young children, and parties are given by the various buildings once a week during the winter season. We also have a number of outings for the boys and girls who do not go home during the summer vacation period. These outings are planned to suit the mental and physical needs of the children and vary from a short automobile ride for the frail ones to longer rides with picnic lunches for the stronger boys and girls, and finally, for the more trustworthy adults, a whole day at Nantasket Beach. Added to this is the celebration of the various holidays throughout the year. There are three chief holidays for our children. The first is the Fourth of July, for which there

is always a program filled with pleasure, ending with fireworks in the evening. The next is the annual fair day, when a creditable country fair is held. This is essentially the children's day for it is their work that fills the booths and to them are the many prizes awarded. Last of all comes the Christmas celebration, which, filled with Christmas joy, lasts a whole week.

As a result of our care and training it is gratifying to find that a considerable number of our pupils are qualifying for parole and are being established in the community, in most cases in a highly satisfactory manner. From our social worker's report on another page it will be seen that we are now caring for 110 girls and boys in the community on active parole. A number whom it was considered unnecessary to further continue under the supervision of the school have been discharged from parole, some of whom it has been deemed best to place on their own responsibility, and others, where the supervision seemed adequate, have been discharged in care of their relatives.

If the subject of parole for the feeble-minded be considered from the financial viewpoint alone, it must be deemed a success. Considering the active parole cases alone a saving is effected to the Commonwealth of \$90,000 for housing and an annual saving of approximately \$35,000 for maintenance. Not only is this large sum of money being saved to the Commonwealth, but these individuals, through the training that they received at the school, have become producers in the community. Most of them have become regular wage earners and many of them are assisting materially in the support of their families, while others are not only supporting themselves in a reputable manner but have started bank accounts. The financial consideration of this question of parole though interesting is, to my mind, relatively unimportant when compared with the fact that we are assisting these people whom we have trained to a broader and fuller life.

If, as I pointed out in my last annual report, this school is to progress as an educational institution, it must become more highly specialized. It must not be made an asylum for the misfits and unclassified individuals in the community. I believe that the school should become more and more an educational institution for feeble-minded children only. The

adult, custodial cases retained should be of those who cannot be successfully paroled or discharged to their parents and then only in numbers sufficient to assist in carrying on the work of the institution. The old, infirm and low-grade feeble-minded, I believe, could be cared for more satisfactorily and economically in a special institution organized on a medical nursing basis, leaving the specialized, highly equipped school for the children. The reason that I say "more economically" is not that I believe such an institution could be maintained at a lower per capita cost, but because so many children in this Commonwealth are now being deprived of the educational advantages which are their due on account of the large number of strictly custodial cases now in the institution.

The presence of a large number of the defective delinquent class in the institution is becoming an increasingly wasteful burden. The institution can do them no good, while they do the ordinary feeble-minded children who are the inmates for whom the school was created incalculable harm by robbing them of a large share of the attention, interest and energy of the staff. The criminal tendencies of this class were well illustrated by the loss of our dairy barn, which was set on fire by delinquent inmates and burned last winter.

It has long been recognized by all forward looking States that in the care of the insane the ordinary insane patients must be protected from the criminal insane. This is accomplished by making special institutional provision for the latter class. Yet in this Commonwealth, which was the leader in making this special provision for the care of the criminal insane, the criminal feeble-minded are still freely committed to our schools for the feeble-minded.

An institution for the feeble-minded, if well managed, is a community comparable to a small town humming with activities. It is well known how one criminal will terrorize a town, disorganize its activities and disturb the law-abiding citizens. The law-abiding citizens feel that they have a right to be protected from the depredations of the criminal. The feeble-minded children entrusted to our care have as good a right to be protected from the criminal feeble-minded. I believe that our children's inability to protect themselves from the harmful

influence of this delinquent class is a challenge to our spirit of fair play and our desire to protect the weak. In justice to the feeble-minded children some action should be taken at the earliest possible time to remove this delinquent class from the schools for the feeble-minded.

The physical requirements for a well-equipped institution are gradually being acquired. The assembly hall, girls' industrial building and the cold-storage plant are all under construction and no doubt will be finished and occupied before the close of another year. Progress is also being made in the erection of a new dairy barn. Five hundred and fifty feet of a 6 by 6 foot concrete steam tunnel has been built; a 75-kilowatt generator, a high-pressure fire pump and a hot-water heater have been furnished for the power house and will be installed at an early date. A good tool house has been erected and is being used temporarily as a stable for the cows, pending erection of the dairy barn.

Much has been done toward beautifying and improving the grounds by grading, clearing the groves, resurfacing the roads, and planting vines and shrubs.

The colony of boys at the site of the new institution at Belchertown has raised large quantities of farm produce for the home school at Wrentham and are materially assisting with the new construction.

For the history of the year's work in the schools, social service, dental hygiene, and the examination of children in the public schools, I refer you with pleasure to the reports of the heads of these departments.

Dr. Franklin H. Perkins, assistant superintendent, resigned on October 15 to take up work with the Department of Mental Diseases. He began his service here as assistant physician (the first to occupy this position) in May, 1910. He was later promoted to the office of assistant superintendent. In his leaving the service the children have lost a sincere friend, the employees a strong and considerate officer, and the superintendent an exceptional, well-qualified and able assistant.

Mrs. Johanna Lillyman's (social service worker) resignation was accepted with regret. It was through her efforts that the parole system was so successfully established.

Dr. Genevieve Gustin has been appointed to the position of assistant physician.

Miss Alice Raymond has been appointed social worker.

Miss Madeline Barlow and Miss Ruth Prouty have been appointed psychological workers.

The work of the consulting specialists has been noteworthy not only in the painstaking high-class character of work performed, but also in the benefit received by the children in the correction of physical defects.

Religious services have been conducted in an impressive, effective manner on Sundays throughout the year. Both Catholic and Protestant clergymen have responded heartily to all sick calls, and have administered in every way possible to the spiritual welfare of the children.

I wish to call to your attention the fine response that the towns of Wrentham and Franklin made through their fire departments when we asked for assistance at the time the dairy barn was burned. The men from both towns worked the greater part of the night and did everything possible to save the property.

We are indebted to the Wrentham townspeople for continued courtesies shown the school. Especially are we grateful to them for their assistance in making our annual fair so successful. They attend this fair in large numbers and do the judging of all exhibits.

For the high-grade services of our conscientious staff of physicians, our loyal and efficient officers and teachers, our kind-hearted and thoughtful attendants and, in fact, to all employees, fellow workers in the same cause to make a little world of happiness and improvement for the children under our care, I express my appreciation.

To the Board of Trustees, for their response at all times, their continued wise counsel, suggestions and advice, I express my thanks.

Respectfully submitted,

GEORGE L. WALLACE,

Superintendent.

SCHOOL REPORT.

To the Superintendent of the Wrentham State School.

I hereby respectfully submit to you this annual report for the year ending Nov. 30, 1921.

The total number of children attending the school during the year has been 779, divided as follows:—

	Males.	Females.	Totals.
Training classes	83	98	181
Kindergarten classes	24	20	44
Primary classes	130	178	308
Intermediate classes	70	80	150
Music department, vocal classes	200	258	458
Choirs	16	24	40
Glee Club	—	12	12
Orchestra	—	24	24
Piano	—	16	16
Domestic science	—	106	106
Wood working	200	—	200
Physical training	218	280	498

In our training classes the teachers have worked earnestly and faithfully to bring to these little children the first steps in our scheme of education. It is in these classes that we do our most important work, — that of bringing order out of chaos in the child's mind. Our little hospital classes have shown great improvement, many who cannot walk or talk are able, by the expression on their little faces, to let the teacher know that the blocks are not properly matched as to color or form. In the more advanced training classes the children have made satisfactory progress; habits of personal cleanliness and order are taught here. If a little one is not suitably or properly dressed, there is no place for him in the class. Much of the work of these classes is done by imitation, because it is

natural for a child to imitate. We have been able to advance 9 boys and 8 girls from these classes to the kindergarten.

We have two classes daily of boys and girls in our kindergarten. We feel that here the gap between the training classes and the primary department is filled. The graduate of the training class is not launched at once into the routine of the schoolrooms. Exercises of color and form are carried on. The play spirit is fostered by means of finger play, games and songs. Froebel's gifts are used as a basis of instructions, supplemented by the usual kindergarten occupations.

The work in the primary rooms has been successful in teaching the little children the fundamentals of reading, writing and number work. Much hand work, cutting, coloring and pasting is done. In the intermediate rooms the work of the primary department has been carried on. The children show much progress in reading, penmanship and hand work. History and geography, as separate subjects, are taught in these rooms. During the year the boys have done some excellent vellum work. They have made binders to supply the office and various departments, also desk blotter pads for teachers' desks in the school building. They have made posters for their buildings, doing the printing and decorating by hand. The girls have kept the library books in repair. One period a week has been devoted to teaching the girls the simple stitches of hand sewing. In these classes we aim to prepare the girls for more advanced work in the mending and sewing rooms.

The model store has been a great help in the teaching of arithmetic, both in the primary and intermediate classes. It is surprising how little idea many of our children have regarding the current prices of common articles. With the use of paper money we have a system of store keeping which is of much benefit to all.

The work of the physical training classes is one of utmost importance. Here, daily, the slow, sluggish children are given active work. They are made to run, jump, catch and throw the medicine ball, and play active games of all kinds. There are also drills with dumb bells, wands and Indian clubs, calling for attention, alertness and co-ordination. For those of a higher grade, dancing, both social and æsthetic, is taught for

poise and grace. Fencing has proved a help in gaining quickness of action, both for boys and girls. Apparatus work with the buck, horse, parallel bars, boom and stall bars is taught, demanding the co-ordination of mind and muscle. In addition to the regular class work in the gymnasium, each teacher spends forty-five minutes daily in two of the buildings, where the children are unable to come out. In these classes active work is given, as marching with the drum or piano, running, jumping and singing games. In the spring and fall the boys' classes are held out of doors whenever possible, and baseball games, races and competitive games are organized between the various classes.

The music classes afford a great deal of pleasure to the boys and girls. Many who are the slowest in the school classes come here and sing with much enjoyment. We draw upon these classes for material for entertainments, Sunday services, moving pictures, dances and exhibitions. In addition to the classes in vocal music we have an orchestra of twenty pieces, choirs for both Catholic and Protestant services, a Glee Club of twelve girls, and classes for string and wind instruments. In these classes we teach new girls who, we hope, will later be able to join the orchestra. The piano classes are also worthy of mention. Many girls who have received instruction in these classes are now able to provide entertainment in their buildings during the evening social hour.

Housekeeping in all its phases is taught in the domestic science class. We try to make good housekeepers of our girls. They are taught that there is a place for everything, and everything should be in its place. There is a proper way to wash dishes; a proper way to sweep and dust; a proper way to set a table; a proper way to prepare and serve a meal. These duties are a part of the domestic training our girls receive. The food prepared in this room is served in the dining rooms, sometimes by the girls themselves. During the late summer and early fall these classes worked in the canning house, canning 30,000 quarts of vegetables.

The boys get their practical hand work in the sloyd room. Here, with wood, hammer and nails, they are allowed, under the guidance of a trained teacher, to put into being their own ideas. If it is possible, each boy is allowed to make something

that he wants. Many of the toys used in the buildings are made in this room. They also make necktie holders, pen trays, book racks, small tables and foot stools. In the winter many bird houses are made, and in the spring the boys are taken out to put them in place.

The teachers, working in groups of three or four, have trained the children and produced several entertainments. At Christmas we gave "Uncle Eben's Christmas." Later in the year we gave a concert by the Glee Club and orchestra, a series of tableaux called "Pictures in the Fire," and an entertainment consisting of drills, songs and dances.

On July 4 we gave our annual one-ring circus, in which one hundred and seventy-four children took part, and in the afternoon the usual program of sports.

The school library is cared for and distributed by the teachers. We have a well-selected library of eighteen hundred volumes for the children's reading. We find our best readers among the boys. Often a boy, who himself is unable to read, will come to the library to get a book so that another boy may read to him. In the school we try to encourage home reading by suggesting books to be read or reading aloud selections from interesting books. In the same way the victrola records are distributed through the school. These are changed at certain times, and we try to send each department a few records for entertainment and a few for dancing. That the children enjoy this form of entertainment is manifested by the fact that the victrolas are constantly to be heard in some corner of the institution.

Our sixth annual fair and festival was held the latter part of September. From sunrise until sunset the athletic field presented a gala appearance, flags flying, color everywhere. This year our arrangement of the field was that of a hollow square, with attractions on either side of the field, the industrial activities along the back, and stock, poultry and swine across the front. The industrial activities were well represented, the laundry, kitchen, bakery, sewing room, mending room, shoe repairing, painting and agricultural departments having on exhibition excellent specimens of their work. The several hand-work rooms had most credible displays of cloth

weaving, rug making, basket making, machine knitting, crocheting, tatting and embroidery. The boys had an excellent showing of brushes and brooms, toys, "Kiddy Kars" and rocking horses that they had made. The school had a display of its work arranged according to grade. During the afternoon these activities were demonstrated to our visitors, the girls actually making baskets, weaving towels and making sweaters on the machines; the boys tapping shoes and making their brooms. The domestic science classes served tea throughout the afternoon. The girls who care for the little children also had an exhibit. Each girl took great pride in having her little charge as carefully and prettily dressed as possible, and the little ones certainly did credit to their caretakers. The metal polishers competed for the best polished article, faucets, fire extinguishers and pails, fairly dazzling the judges by their brilliance. Our friends from the village very kindly acted as judges, and were most painstaking in their decisions as to which article deserved the blue, red or yellow ribbon prize. During the morning the boys enjoyed the attractions on one side of the field, while the girls participated in those on the other side. The latter part of the afternoon all the children formed a parade and marched around the field to their buildings, their smiling, happy faces being proof of the success of the day.

During the summer months the work of the playground teachers is of much importance in keeping the children occupied and happy. The teacher visits the groves where the smaller children are during the day. Here she organizes their play, teaching the children and attendants new games and putting new enthusiasm into the old ones. On days when the weather will not permit of active games, stories are told, songs sung and victrolas are played to the groups in the shade.

The picnics are helpful in holding the interest of the older boys and girls during the summer. The day on which a picnic is to be held, all work in that department closes at midafternoon, and one and all go to the picnic field for a good time. Games are played and stories told until supper time, when all gather in the shade to partake of a picnic supper. After supper the girls choose to dance, so they all

go to the assembly hall, where they dance until bedtime. The boys prefer a ball game, sometimes a picked team from the home building plays a team from another building.

In addition to our picnics here at home each department takes small groups of their children in the big school truck to a lake about fifteen miles distant. This of course is the big picnic of the year, and is looked forward to and planned for months in advance. Supper is served on the shore of the lake, after which they sing until it is time to go home. They arrive at the school about dark, tired but happy.

Saturday afternoon is given over to play during the good weather. Directly after dinner all children go to the athletic field for the afternoon. Here ball games are held between the different buildings, both for boys and girls. Sometimes a team from the village comes up to play our boys. Then one and all gather and watch, encouraging our team with cheers and songs. For the smaller children who do not care for baseball, ring games are played.

Our croquet tournament was held in the early fall. All summer the girls had been practicing for the event. The time between supper and bedtime usually found several groups on the lawns in front of their building, playing under the supervision of the playground teacher. As the time drew near much suppressed enthusiasm was felt. On the day of the tournament all the girls assembled on the lawn to witness the event. Three games were played at the same time, that number of courts having been laid off. The silver loving cup has been played for several times; each time it had gone to the same building, so that this year each girl was determined to win it for her building. The games were played amid shouts and cheers and at last "B Building" triumphantly bore the cup from the field, to hold the place of honor in their building for at least a year.

In closing I wish to state that the success of the school year has been largely due to the faithful work and co-operation of the teachers.

Respectfully submitted,

PEARL H. LITTLEFIELD,

Head Teacher.

DENTIST'S REPORT.

To the Superintendent of the Wrentham State School.

I hereby respectfully submit to you this annual report of the year ending Nov. 30, 1921.

Examinations	1,249	Porcelain crowns	13
Treatment of stomatitis . .	181	Local anæsthesia	183
Extractions, permanent . .	369	Vulcanite dentures	12
Extractions, deciduous . .	308	Repaired dentures	27
Pulp treatment, permanent .	231	Bridges	5
Pulp treatment, deciduous .	5	X-rays	202
Fillings, permanent	2,211	Lanced abscess	6
Fillings, deciduous	111	Ground teeth	26
Prophylactic treatment . .	1,352	Repaired bridges	4
Silver reduction treatment .	344	Total patients	2,645
Treatment of erupting teeth .	51	New patients	131
Past extraction treatment .	225	Dismissals	1,162
Laboratory hours	57	Total operating hours . .	1,490
Gold crowns	14		

The earnest and painstaking attention given to mouth hygiene throughout the school has, in my opinion, helped materially to reduce the number of extractions and other operations of a more or less painful nature so often found necessary in similar communities where such serious consideration has not been given the toothbrush.

For the past two years at our annual fair the oral hygiene booth has been one of the outstanding features. Here are distributed clean teeth awards in the form of button or ribbon of neat design, suitably inscribed, to those children who throughout the year have been faithful in keeping their teeth clean. Each year this award has been changed as to form and color so that the idea does not grow "stale" nor the enthusiasm lag. At our last fair over two-thirds of our children merited these awards. This shows an aroused interest and a desire to attain higher standards of mouth hygiene.

Another great aid in the conservation of the teeth of our children has been silver reduction treatments whereby carious tooth structure is thoroughly impregnated with finely divided silver, thus permitting insertion of a permanent filling rather than treatment of the roots or extraction.

Our system of making appointments insures each patient against being overlooked. The appointment slip, upon which are name of patient, building, date and hour of appointment, is sent out one day ahead of appointment. This slip is returned with patient when appointment takes place and is checked on our appointment book and population list. The appointment date is also placed on the record card in pencil at the time of making appointment. Notations of this character on the card also permit me to determine at a glance appointment date, work necessary, or whether patient is dismissed. Special "follow-up" cases are indicated on the record card by certain signals visible at once upon opening our file. This acts as a constant reminder.

A list is kept of those patients requiring prosthetic restorations. These pieces are constructed as required and regularly examined. This service is greatly appreciated by most of those patients requiring it.

Stomatitis of the Vincent's angina type is rare; when it does occur, the patient is placed on proper diet in the hospital, where potassium chlorate in conjunction with potassium permanganate and hospital care produce very gratifying results.

The X-ray apparatus has been of inestimable value as an aid in diagnosing doubtful and obscure conditions, as well as in root canal treatment. Canal fillings are checked up by this means.

Permit me to say that your co-operation and that of the assistant physicians has been most encouraging and has been greatly appreciated.

Respectfully submitted,

JOHN A. NASH, D.M.D.

SOCIAL WORKER'S REPORT.

To the Superintendent of the Wrentham State School.

I hereby respectfully submit to you this annual report of the year ending Nov. 30, 1921.

The work of the social service department during the past year has had to do particularly with the parole system. It is the duty of the worker to make home and social investigations and submit reports of these investigations to the superintendent and trustees for consideration and decision. After the actual parole of children from the school, the work of the visitor is to give them general supervision in the community. The assistance of social agencies, of the clergy, of employers and of other individuals is often enlisted. Bimonthly reports of the children's progress are required from the employers, parents and other persons responsible for their welfare. Personal reports at the school by the children are also required. An important factor in the success of the parole of these children seems to be the continuation of their feeling of responsibility toward the school. Frequent visits by the worker to the children in the community are made. If close contact can be maintained between the school and those on parole by means of their regular reports at school and also by their less formal, friendly visits back to the school, together with the personal visits of the worker to them in the community, much will be done toward helping the boys and girls in their attempt at adjustment to community life.

At the present time there are 110 children on parole in different parts of the State. Of this number, 75 are self-supporting. They work in homes, factories and on farms. One boy is an excellent mechanic in a city garage, handling complicated bits of work; another boy is a dispenser of soda in one of the busy chain drug stores. One girl is doing very satisfactory clerical work in a Boston office; another is preparing luncheon sandwiches and salads in a tea room, being

trusted with special orders for particular customers. There are dozens of employers who will testify to the faithful, devoted character of the service rendered by former pupils of the school.

In another column must be recorded the few failures of those who are unable to weather the storms of community life. After careful recommendation by the superintendent, physicians and others, those children with a good record during their stay at the school and with a sufficiently high intelligence quotient may go into homes and places of employment where careful investigation has been made and then break down, for some reason. Such individuals are usually returned to the school for further training and supervision.

Under the guidance of the director of social work in the State Department of Mental Diseases, a monthly statistical report analytical in nature has been made. Conferences of the State hospital social workers have been held at least once a month, and have proved helpful in plans for improving the work.

By means of the automobile provided for the department, more calls have been possible and the amount of work done by one visitor has been greatly increased.

A study of the accompanying table will show several facts worthy of consideration.

Table showing the Number of Trips and Visits made by the Social Service Department of the Wrentham State School for the Year ending Nov. 30, 1921.

MONTH.	1920.	Total Number of Trips and Visits.	Visits to Children on Parole.	Visits in Connection with placing Children on Parole.	Miscellaneous Trips and Visits.
December	1920.	56	40	8	8
January	1921.	61	40	3	18
February		57	32	5	20
March		79	66	5	8
April		62	45	3	14
May		52	29	8	15
June		59	39	9	11
July		73	37	14	22
August		75	27	8	40
September		80	22	26	32
October		73	20	14	39
November		81	32	5	44
Total		808	429	108	271

While the total number of trips and visits has increased somewhat from the beginning to the end of the year, the number of visits to children on parole has fallen off quite sharply, too sharply in the opinion of the present worker. Close contact between the school, as represented by the social worker, and the boys and girls on parole is necessary. These children have been for varying periods under close supervision in the school, and a close supervision, differing in character according to the positions occupied by the individuals in the community, should be given for some time after they have gone on parole. They respond quickly to genuine interest in their welfare, but they must be reminded frequently of that interest.

The third and fourth columns of the table show a fairly steady increase both in the number of visits in connection with placing children on parole and in the miscellaneous trips and visits. The increase in the third column accounts in large part for the decrease in the second. The increase in the number of miscellaneous visits seems in general to be a wholesome one. The need and desirability of making more visits to other agencies, to employers, to the clergy and to others of influence in the community is self-evident. Almost invariably a hearty response is given by such individuals. They welcome an explanation of the parole work and their aid is readily enlisted,—aid which is welcomed in the maintenance and improvement of the parole system for the feeble-minded.

Respectfully submitted,

ALICE RAYMOND,
Social Worker.

PUBLIC SCHOOL EXAMINER'S REPORT.

To the Superintendent of the Wrentham State School.

I hereby respectfully submit to you this annual report of the year ending Nov. 30, 1921.

In compliance with the act of the Legislature of 1919, chapter 277, and under the direction of the Department of Mental Diseases, clinics, on a more widely reaching plan than had heretofore been followed, were begun in districts assigned by the Commissioner of Mental Diseases. The aim of these clinics has been to ascertain the number of children three or more years retarded in their school work, to diagnose and differentiate the grades of feeble-mindedness and retardation, to determine the reason of the child's handicap, and to acquaint the parents of the real need of the child as well as to advise for their future treatment and training.

The work of the clinic has been carried on by one of the assistant physicians, who directs the clinic, makes the physical examination, diagnoses the cases presented, meets the parents, relatives or friends of the children examined, and endeavors to place the child under the best possible conditions. The physician is assisted by a psychologist who gives the psychometric tests. The school nurse in each city or town visited, a social worker or other competent person visits the homes, obtaining as much of the family and personal history of each child as possible, also reporting upon the environmental conditions and the social reaction of the child in the home and community. A specially qualified teacher makes the school examination, determining the child's attainments in school, that is, the grade work the child is actually able to accomplish, and the extent, as well as his grasp, of general information.

Records of these cases are made uniformly with the other institutions of the State of Massachusetts and are kept in the

files of the school, thus a complete picture mentally, physically and socially is made of the child, and his probable scholastic and economic efficiency determined. Reports of the findings of these clinic examinations are sent to the superintendent of schools in the town in which the children are examined and also to the Commissioner of Mental Diseases.

Of the 519 cases examined, 33 per cent were classed in the border-line group, having a mentality of between 70 and 80 per cent; 23 per cent were found to classify in the high-grade moron group, having a mental rating of 60 to 70 per cent; 17 per cent were subnormal, their intelligent quotients ranging between 80 and 90 per cent, while 4 per cent graded in the normal class, and 3 per cent were above normal; 16 per cent were low-grade morons, their intelligent quotients being between 50 and 60 per cent; $2\frac{3}{4}$ per cent were imbecile, with a rating between 25 and 50 per cent; 11 cases were epileptic; 2 had a hemiplegia; 2 were deaf and were being taught by the lip method; 2 had marked choreiform symptoms; 3 were children of the Mongolian type; 2 were psychotic; 57 had delinquent traits, while 9 of these had court records; 101 were poorly nourished, being ten or more pounds underweight; 61 were ten or more pounds overweight. This number includes the adolescent children who have developed rapidly; 3 of these were definite endocrine cases, 2 were microcephalic, 2 were hydrocephalic, 2 had arrested incipient tuberculosis, 3 had definite heart lesions, sufficient cause in two of the cases for their retardation. Institutional care was advised in 4 cases of those examined. Twenty others were potentially custodial children and will probably become such unless supervised in the community. From this analysis the larger number are seen to be in the border-line group. It was found that the greater number of the behavioristic or delinquent type were in or above the 70 per cent group.

The relation of the clinic to the schools of the community has been most cordial. The co-operation and interest of teachers and other workers has been extremely gratifying, contributing in a large degree to the success of the work of the clinic. They, in turn, have brought valuable information to

the school of the difficulties of the retarded child in the community as well as its relation to the public school and the institution, thus bringing all to a closer relationship and developing a more intelligent knowledge of the problems of the feeble-minded and retarded child.

Respectfully submitted,

ALICE M. PATTERSON, M.D.

TREASURER'S REPORT.

To the Commissioner of Mental Diseases.

I respectfully submit the following report of the finances of this institution for the fiscal year ending Nov. 30, 1921:—

CASH ACCOUNT.

Balance Dec. 1, 1920	\$9,572 29
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*Receipts.**Income.*

Board of inmates:

Private	\$1,535 32
Reimbursements, insane	1,293 03
	—————
	\$2,828 35

Personal services:

Reimbursement from Board of Retirement	101 99
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Sales:

Travel, transportation and office expenses	\$53 68
Food	6 25
Clothing and materials	359 63
Furnishings and household supplies	74 07

Farm:

Cows and calves	\$165 20
Poultry	45 00
Hides	132 98
Sundries	49 14
	—————
	392 32
Repairs, ordinary	54 78
	—————
	940 73

Miscellaneous:

Interest on bank balances	\$325 17
Rent	80 00
Sundries ¹	701 40
	—————
	1,106 57
	—————
	4,977 64 ¹

Receipts from Treasury of Commonwealth.

Maintenance appropriations:

Balance of 1920	\$16,025 02
Advance money (amount on hand November 30)	29,000 00
Approved schedules of 1921	404,618 71
	—————
	449,643 73
Special appropriations	49,513 72
	—————
Total	\$513,707 38

¹ This includes an item of \$2.39 account of sale of old books which has been credited to sale of furniture, etc., on Auditor's books.

Payments.

To treasury of Commonwealth:

Institution income	\$4,977 64
Refunds, account of maintenance	48 43
	<hr/>
	\$5,026 07

Maintenance appropriations:

Balance of schedules of previous year	\$25,597 31
Eleven months' schedules, 1921	\$404,618 71
Less returned	48 43
	<hr/>
November advances	404,570 28
	<hr/>
	20,325 13
	<hr/>
	450,492 72

Special appropriations:

Approved schedules	49,513 72
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Balance Nov. 30, 1921:

In bank	\$7,165 89
In office	1,508 98
	<hr/>
Total	8,674 87

Total	\$513,707 38
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MAINTENANCE.

Balance from previous year, brought forward	\$419 30
Appropriation, current year	481,963 00
	<hr/>
Total	\$482,382 30
	<hr/>
Expenses (as analyzed below)	466,428 85
	<hr/>
Balance reverting to treasury of Commonwealth	\$15,953 45

Analysis of Expenses.

Personal services: —

Geo. L. Wallace, M.D., superintendent	\$5,100 00
Medical	10,590 00
Administration	11,193 72
Kitchen and dining-room service	7,582 27
Domestic	5,937 16
Ward service (male)	25,283 10
Ward service (female)	44,269 58
Industrial and educational department	12,883 83
Engineering department	16,861 35
Repairs	9,671 94
Farm	8,843 46
Stable, garage and grounds	2,185 97
	<hr/>
	\$160,402 38

Religious instruction:

Catholic	\$600 00
Hebrew	64 00
Protestant	600 00
	<hr/>
	1,264 00

Amount carried forward	\$161,666 38
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<i>Amounts brought forward</i>	\$5,491 39	\$289,212 43
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Furnishings and household supplies — *Con.*

Dry goods and smallwares	3,066 85
Electric lamps	.. . . . .	497 53
Fire hose and extinguishers	.. . . . .	249 16
Furniture, upholstery, etc.	.. . . . .	3,377 37
Kitchen and household wares	.. . . . .	5,922 59
Laundry supplies and materials	.. . . . .	2,889 70
Lavatory supplies and disinfectants	.. . . . .	1,103 12
Machinery for manufacturing	.. . . . .	181 30
Table linen, paper napkins, towels, etc.	.. . . . .	2,408 42
		25,187 43

Medical and general care:

Books, periodicals, etc.	.. . . . .	\$502 56
Entertainments, games, etc.	.. . . . .	1,245 13
Funeral expenses	.. . . . .	306 00
Ice and refrigeration	.. . . . .	2,212 22
Laboratory supplies and apparatus	.. . . . .	302 53
Manual training supplies	.. . . . .	184 56
Medicines (supplies and apparatus)	.. . . . .	1,692 12
Medical attendance (extra)	.. . . . .	417 50
Return of runaways	.. . . . .	94 50
School books and supplies	.. . . . .	742 34
		7,699 46

Heat, light and power:

Coal (bituminous)	.. . . . .	\$34,859 53
Freight and cartage	.. . . . .	18,056 25
Coal (anthracite)	.. . . . .	2,793 88
Freight and cartage	.. . . . .	1,604 74
Electricity	.. . . . .	134 94
Oil	.. . . . .	233 44
Operating supplies for boilers and engines	.. . . . .	213 08
		57,895 86

Farm:

Bedding materials	.. . . . .	\$789 57
Blacksmithing and supplies	.. . . . .	404 63
Carriages, wagons and repairs	.. . . . .	411 87
Dairy equipment and supplies	.. . . . .	252 48
Fencing materials	.. . . . .	127 79
Fertilizers	.. . . . .	2,669 27
Grain, etc.	.. . . . .	11,231 88
Hay	.. . . . .	16,161 72
Harnesses and repairs	.. . . . .	416 03
Horses	.. . . . .	657 00
Other live stock	.. . . . .	275 89
Labor (not on pay roll)	.. . . . .	130 00
Spraying materials	.. . . . .	460 56
Stable and barn supplies	.. . . . .	95 70
Tools, implements, machines, etc.	.. . . . .	4,703 93
Trees, vines, seeds, etc.	.. . . . .	1,575 02
Veterinary services, supplies, etc.	.. . . . .	148 24
Lime	.. . . . .	280 50
Labor with tractor and reaper	205 75
		40,997 83

<i>Amount carried forward</i>	\$420,993 01
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<i>Amount brought forward</i>	\$420,993 01
Garage, stable and grounds:		
Motor vehicles	\$2,735 00
Automobile repairs and supplies	.. . . . .	5,546 50
Bedding and materials	.. . . . .	24 56
Blacksmithing and supplies	.. . . . .	106 65
Carriages, wagons and repairs	.. . . . .	161 14
Fertilizers	.. . . . .	89 30
Grain	.. . . . .	324 56
Hay	.. . . . .	645 23
Harnesses and repairs	.. . . . .	44 15
Spraying materials	.. . . . .	104 67
Stable supplies	.. . . . .	24 99
Tools, implements, machines, etc.	.. . . . .	605 83
Trees, vines, seeds, etc.	.. . . . .	250 22
		10,662 80
Repairs, ordinary:		
Brick	.. . . . .	\$56 00
Cement, lime, crushed stone, etc.	.. . . . .	303 88
Electrical work and supplies	.. . . . .	1,653 39
Hardware, iron, steel, etc.	.. . . . .	1,558 90
Labor (not on pay roll)	.. . . . .	176 00
Lumber, etc. (including finished products)	.. . . . .	3,105 16
Paint, oil, glass, etc.	.. . . . .	5,199 09
Plumbing and supplies	.. . . . .	1,109 33
Roofing and materials	.. . . . .	925 84
Steam fittings and supplies	.. . . . .	2,980 39
Tools, machines, etc.	.. . . . .	598 48
Boilers, repairs	.. . . . .	344 46
Engines, repairs	.. . . . .	19 43
		18,030 35
Repairs and renewals:		
Storage house for farm tools and fertilizer	.. . . . .	\$1,098 43
Aluminum jacket kettle	.. . . . .	206 25
Leonard safety valves	.. . . . .	1,501 50
Deoleizer	.. . . . .	558 11
Power sealing machine	.. . . . .	107 00
Power corn sheller	.. . . . .	163 39
Two self-starters for pumps	.. . . . .	243 54
Printing press	.. . . . .	373 38
500-foot steam tunnel and insulation	.. . . . .	3,822 96
150 horse-power engine	.. . . . .	3,776 68
Hot-water heater	.. . . . .	569 22
Equipment for dairy barn	.. . . . .	1,020 36
Materials for carpenter shop	.. . . . .	2,347 87
Booster pump	.. . . . .	954 00
		16,742 69
Total expenses for maintenance	.. . . . .	\$466,428 85

SPECIAL APPROPRIATIONS.

Balance Dec. 1, 1920		\$110,278 08
Appropriations for current year		119,000 00
<hr/>		
Total		\$229,278 08
 Expended during the year (see statement below)		\$64,876 39
Less refund		6,750 00
<hr/>		
Balance Nov. 30, 1921, carried to next year		58,126 39
<hr/>		
Balance Nov. 30, 1921, carried to next year		\$171,151 69

OBJECT.	Act or Resolve.	Whole Amount.	Expended during Fiscal Year.	Total expended to Date.	Balance at End of Year.
Purchase of land	1918, chapter 50 .	\$2,200 00	-	\$1,970 00	\$230 00
Purchase of Brightman property.	1919, chapter 242 .	8,000 00	\$928 65	1,263 92	6,736 08
Industrial building	1920, chapter 225 .	55,000 00	15,564 83	15,678 83	39,321 17
Cold-storage plant	1920, chapter 225 .	55,000 00	24,226 56	24,979 21	30,020 79
Assembly hall	1921, chapter 203 .	94,000 00	13,727 67	13,727 67	80,272 33
Barn	1921, chapter 203 .	25,000 00	10,428 68	10,428 68	14,571 32
		\$239,200 00	\$58,126 39	\$68,048 31	\$171,151 69

RESOURCES AND LIABILITIES.

Resources.

Cash on hand		\$8,674 87
November cash vouchers (paid from advance money), account of maintenance		20,325 13
<hr/>		
		\$29,000 00
Due from treasury of Commonwealth from available appropriation account of November, 1921, schedule		32,858 57
Special appropriations		15,362 67
<hr/>		
		\$77,221 24

Liabilities.

Outstanding schedules of current year:		
Schedule of November bills		\$61,858 57
Special appropriations		151,362 67
<hr/>		
		\$77,221 24

PER CAPITA.

During the year the average number of inmates has been 1,316.27.

Total cost for maintenance, \$466,428.85.

Equal to a weekly per capita cost of \$6.8145.

Receipt from sales, \$940.73.

Equal to a weekly per capita of \$0.0137.

All other institution receipts, \$4,036.91.

Equal to a weekly per capita of \$0.0589.

Net weekly per capita cost, \$6.7419.

Respectfully submitted,

SARA M. CLAYLAND,

Treasurer.

Examined and found correct as compared with the records in the office of the Auditor of the Commonwealth.

ALONZO B. COOK,

Auditor.

VALUATION.

REAL ESTATE.

Land (541 acres)	\$17,258 50
Buildings	967,075 91
	\$984,334 41

PERSONAL PROPERTY.

Travel	\$2,505 23
Food	18,967 50
Clothing and materials	22,186 61
Furnishings and household supplies	114,468 42
Medical and general care	5,843 87
Heat, light and power	20,212 66
Farm	25,812 48
Garage, stable and grounds	3,636 75
Repairs	6,672 06
	\$220,305 58

SUMMARY.

Real estate	\$984,334 41
Personal property	220,305 58
	\$1,204,639 99

